

ENTRE NÓS

ENTRE NOSOTROS

AMONG US

Newsletter of the Committee on International Relations



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This newsletter begins herewith its third year of publication as a function of the NEA Committee on International Relations in cooperation with the NEA Research Division.

As during the past school year, it will again in 1942-43 be distributed free to city and county school systems, state departments of education, public and educational libraries, and officers of state and national associations. A limited supply will be available for mailing as single copies to other persons with a special interest in cultural relations with Latin America.

The purpose of AMONG US continues to be that of helping teachers and students to keep pace with Pan American educational events and to find information and instructional aids in Latin American studies.

It is urged that all who receive this newsletter make their copies available to classroom teachers and principals in elementary and secondary schools. Materials appearing in AMONG US may be reproduced in professional journals without further permission provided the usual credit line is given.

The editors welcome suggestions from teachers.

LATIN AMERICAN TRENDS

Speaking at American University on August 3 as a part of the program of the Institute on World Problems, Mrs. Concha Romero James, Chief of the Division of Intellectual Cooperation of the Pan American Union, gave an address on "Trends in Latin American Education." Because of the pertinence of this address to the interests of AMONG US, an abstract has generously been offered for reproduction in this issue.

"Before pointing out certain trends in Latin American education, it is necessary to emphasize the danger of generalization, of which, unfortunately, there is a dangerous amount these days of hectic visits and touristic observations between steamer and airplane stops. Why should we not generalize? Because we must remember that Latin America is merely a convenient term to describe twenty independent nations, eighteen of which speak Spanish, one Portuguese, and one French. Each of these nations has a personality of its own, each one faces problems which are peculiarly hers, and is trying to develop methods to solve these problems in the light of such conditioning factors as her own geography, racial composition, economic structure, and political organization.

"But in spite of the differences of approach to educational problems, I believe that there are certain educational trends which can be observed with little variance in the various republics, whether of Spanish, Portuguese or French origin, and no matter whether of predominantly white, Indian or mestizo population.

BUY WAR BONDS AND STAMPS

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And I feel that perhaps this similarity of organization and problems, leading to a community of ideals, tends to bind them together in a spirit of cooperation that transcends national frontiers and even ancestral rivalries.

"The following is a summary of these common trends, which owing to the facts already mentioned, are not altogether free from exception:

"1. Education in all the Latin American republics is a governmental responsibility, and the educational system is highly centralized and regulated throughout the land by a ministry or secretariat of education with authority in such matters as courses of study, selection of textbooks, subsidies to private schools, supervision of non-official educational institutions, teacher-training, and in several cases supervision of the universities.

"2. Elementary education in Latin America is free, compulsory and non-sectarian. In the majority of the countries a student may also receive secondary education and professional training at practically no cost; but occasionally, as in Colombia, secondary education is not free, and therefore an anomalous situation arises which prevents hundreds and thousands of worthy young men and women from continuing their education beyond the elementary school.

"3. The objectives and methods of secondary education are today a common concern in all of Latin America. No longer is it generally considered an end in itself or just another step toward a liberal profession. And the classical, inflexible course of study emphasizing the humanities is giving way to specialized courses leading either to specific professions or to new occupations in commercial and technical fields requiring no university training.

"4. Latin American universities, seven of which antedate Harvard, are noted for active participation of their students in national life. In several of the countries they have

gone through a period of turmoil which has been described as 'university revolution.' This was initiated in 1818 in Córdoba, Argentina, and rapidly spread to all the other countries. As a result, there is today in Latin America what the young *revolucionarios* demanded, often at the risk of their lives: more academic freedom, a more scientific approach to teaching, better library and laboratory facilities, and a large participation by the students in the affairs of the university, as well as in national life in general. These activities constitute in Latin American university life the moral equivalent of football.

"5. Private schools are permitted, but generally they function under the supervision of the government. Many of these schools are directed by foreign educators - English, French, Italian, German, American. The German and Italian schools, which generally speaking are hotbeds of propaganda for the political ideologies of the countries they represent, are today the object of close surveillance on the part of the Latin American governments....

"6. Rural education, with an emphasis on the integration of racial minorities, is one of the most important concerns of Latin American governments and educators. Great progress has been made in this field, and it is important to observe that in every country an effort has been made to devise a national pattern of rural education. Great originality, and a powerful impulse to the education of the rural populations have been the result. Such countries as Mexico, Venezuela, Cuba, Colombia, Chile, and Bolivia have introduced real innovations in the thought and practice of rural education, but a feature common to all is the emphasis on agricultural education, which will result in a better utilization of the land and a higher standard of living.

"7. Vocational education is another concern that binds together the governments and the people of Latin America. An overemphasis on the social dignity of such professions as

The Pan American Union is completing a series of 20 illustrated booklets entitled WHO'S WHO ON THE POSTAGE STAMPS OF LATIN AMERICA. The series consists of a compilation of short, authentic biographies of the illustrious men and women whose portraits have been selected for the decoration of Latin American postage stamps. All of the portrait stamps issued up to the date of publication are included, and those subsequently issued will receive consideration as supplements after the entire series has been completed.

Each booklet will contain a foreword of general character written by the ranking dip-

lomatic representative of the country treated. Frequently additional material will be included of interest to those who want to learn the meaning of designs and embellishments on the stamps.

Individual notices of release dates cannot be mailed, but the Philatelic Press will be informed. The National Sections will be released as soon as possible; at present the following are available: Argentina, Bolivia, Brazil, Chile, Colombia. The booklets are priced at 10 cents. Address: Latin American Stamp Section, Pan American Union, Washington, D. C.

teaching, law, medicine, the priesthood, has resulted in an intellectual proletariat and in the unemployment or maladjustment of hundreds of thousands of young men and women. The improvement of engineering schools, and the recent establishment of such magnificent technical schools as the Santa María University in Chile and the National Polytechnic Institute, are signs of these times, when road building, the utilization of the land and the raw materials, and the improvement of sanitary conditions, of housing, and of the physical environment in general are considered fundamental to a better way of life.

"8. The education of women from the kindergarten to the university has become a common goal in Latin America, and today there is not a single Latin American country where women may not enjoy equal rights with men in the matter of higher education. Chilean women were the first to gain this right, in 1877, and it must be said in their praise that they did not obtain this privilege without a determined and courageous struggle.

"9. The nationalistic emphasis in education is observed throughout Latin America. The Indian is to be trained to become a part of a nation; the worker is to be taught to contribute to a sounder national economy; the university student is directed toward fields which will increase the prestige and the development of his nation; the child in the elementary school is taught civics, geography, and history in such a way that he will become a better citizen. But this nationalistic spirit co-exists and prospers side by side with a feeling for continental solidarity that finds many expressions. Latin American universities exchange many students and teachers; delegations of students visit neighboring countries; children are urged to correspond with children in other lands and are taught to love and respect the other American nations; schools are given the names of sister republics or of the national heroes of other American nations - Washington, Lincoln, José Martí, Bolívar; governments aid one another by exchanging educational experts.

"10. The teaching of democratic principles in the schools has received warm approval, and the educational journals attest a tremendous drive in this direction. The Pan American Conference held in Lima adopted a resolution on this subject; but much of the impulse given to the movement has been motivated by the danger to the very foundations of republican life in America that would be the natural result of a totalitarian victory.

"These are some of the educational policies the Latin American republics have in common and which are designed to bring about that national integration, economic well-being, and international outlook that are the soundest guarantees of solidarity on this continent."

Upon his return from a 22,000-mile tour of other American nations Dean Edward Steidle of Pennsylvania State College advocates a four-point educational program for the Americas: (1) the extension of Latin American subjects in U. S. schools, (2) more exchange students, (3) a tourist dollar, and (4) the translation of U. S. textbooks for use by Latin Americans.

QUE PASA?

From time to time AMONG US will try to present to its readers some idea of what is being done in government bureaus and agencies with regard to inter-American affairs in education. These comments will be the result of interviews with people in positions of responsibility in Washington.

For this issue the editors have looked into the work of the Women's Bureau of the Department of Labor to find that for a number of years this bureau has been active in inter-American affairs. For all Pan American conferences resolutions concerning women have been prepared; a technical observer is sent to the conferences of the International Labor Organization; material is prepared for conferences of the Inter-American Commission of Women (a commission within the Pan American Union with permanent delegates appointed by the various American governments); and most continuous is the work of the inter-American representative of the Bureau, Mary M. Cannon.

Two years ago the Women's Bureau was given a grant from the State Department appropriation for cooperation with the American republics. This grant sent Miss Mary Cannon to Argentina, Uruguay, and Chile for six months to get first-hand information pertinent to the work of the Women's Bureau. Miss Cannon was warmly received and greatly appreciated everywhere and given exhaustive information about women's employment, working conditions, legislation, and its administration. She was able to establish contacts with officials of labor departments, industrial hygiene sections of public health departments, and leaders of women's organizations concerned with wage-earning women.

Since her return to this country Miss Cannon has been writing articles for the Women's Bureau and other government publications; she has filled many speaking engagements. Her office hours are filled by keeping up with contacts made in Latin America, sending and receiving exchanged bulletins, getting material together for vocational training courses for other countries along with descriptive explanations of the material. Requests come to her for information about women in Latin America. She puts Latin American women's

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clubs in touch with similar organizations in the United States and supplies various South American agencies and persons with news releases on women's employment in U. S. A. war work. Her messages have been used in South American magazines and newspapers and as radio script over broadcasting stations.

A comprehensive account of Mary Cannon's findings in the three countries she visited last year can be found in the March and May (1942) Pan American Union *Bulletin* - articles entitled "Women Workers in Argentina, Chile, and Uruguay." A pamphlet prepared by her for the Women's Bureau is recently off the press, giving statistics and factory information, facts about women's organizations and their programs, and a well-rounded picture of the intelligent woman's life. Single copies of this pamphlet may be obtained free from the Women's Bureau, Department of Labor, Washington, D. C. Write to the Women's Bureau direct for information on the price for quantity orders.

All of these national organizations providing help in the teaching of international relations welcome inquiries from teachers and prospective teachers: *American Association of University Women*, 1634 Eye Street, N. W., Washington, D. C. (address requests to Esther Caukin Brunauer, Associate in International Education); *American Council, Institute of Pacific Relations, Inc.*, 260 California Street, San Francisco, California, or 129 East 52d Street, New York City; *American Friends Service Committee*, Peace Section, 20 South 12th Street, Philadelphia, Pennsylvania (students address requests to Student Peace Service); *Carnegie Endowment for International Peace*, Division of Intercourse and Education, 405 West 117th Street, New York City; *Foreign Policy Association, Inc.*, the Medston House, 22 East 38th Street, New York City; *The League of Nations Association, Inc.*, 8 West 40th Street, New York City; *Service Bureau for Intercultural Education*, 221 West 57th Street, New York City; *World Alliance for International Friendship thru the Churches*, 70 Fifth Avenue, New York City; *World Peace Foundation*, 40 Mt. Vernon Street, Boston, Massachusetts.

Nelson Rockefeller, Coordinator of Inter-American Affairs, returned to the United States September 27 after a four-weeks visit to South and Central America. Mr. Rockefeller said that the changed attitude of those countries toward the United States since his last visit five years ago is "perfectly extraordinary. Their trust and confidence and understanding of common objectives is in great contrast to five years ago. The people there are in perfect understanding with the United Nations' goal for the preservation of liberty."

FOREIGN STUDENT ADVISER REPORT

Opportunities for Latin American students in the United States are now greater than ever before despite wartime restrictions on travel between the United States and Latin America, according to a report published in August by the Institute of International Education. The report is issued in the form of a verbatim text of discussions held in Cleveland, Ohio, at the recent Conference of Foreign Student Advisers sponsored by the Institute of International Education in cooperation with the Department of State, the United States Office of Education, and the Office of the Coordinator of Inter-American Affairs. The document cites concrete steps that are being taken to solve the problems arising from travel restrictions, employment needs of stranded students, selective service regulations, and the necessity for advanced training in specialized fields.

Charles A. Thomson, chief of the Division of Cultural Relations of the Department of State, emphasized that special guidance work today must prepare foreign students for professions which will contribute substantially to the future welfare of their home countries. In addition to the extensive training program for Latin American students, he revealed, United States government departments "have made available non-salaried training positions for approximately four hundred Chinese students who can secure experience in reforestation, land conservation, irrigation, aerial mapping and other practical activities."

President Henry Noble MacCracken of Vassar College asserted that colleges and universities share with the government the responsibility for adequately training and caring for foreign students. Father W. F. Cunningham, Dean of the Faculty at Notre Dame University, suggested that the college administration should enlist the active cooperation of both the local community and the families of its students.

"The most vitiating and enervating influence in our foreign student program in this country," said Allen C. Blaisdell, director of the International House at Berkeley, California, "is our failure to face honestly and forthrightly the question of race prejudice." Malcolm S. MacLean, President of Hampton Institute, observed that "the Axis propaganda forces are making very wide and quite potent use of the fact of our discrimination against the colored races to split us apart at the very time when we are attempting to cement relationships between ourselves and the Latin American countries," where there is almost no evidence of racial discrimination.

Copies of this report can be obtained from the Institute of International Education, 2 West 45th Street, New York City.

CATHOLIC INTER-AMERICAN SCHOLARSHIP PROGRAM

With about 800 students from various South American countries already enrolled in Catholic universities and colleges of the United States, arrangements have been made to increase that number thru an exchange scholarship program worked out by the National Catholic Welfare Conference.

The Inter-American Section of the Department of Education of the Conference has announced arrangements for 104 new scholarships, offered by 57 Catholic universities and colleges thruout the United States.

Only two years in existence, the Inter-American Section, of which Ely Santiago is secretary, thus is starting the largest educational program of its kind ever mapped out for this continent - a major phase of inter-American collaboration thru student exchange.

This autumn, three leading South American universities are joining the program by offering a total of 30 scholarships to students from the United States.

Two specific objects guided originators of the scholarship plan. First was an extension of the past year's activities from undergraduate to graduate studies. Second was an increase in the proportion of full scholarships offered. Both goals have been accomplished. The total value of the scholarships arranged in this country is approximately \$65,000.

The program of the Inter-American Section was inaugurated in February of 1940. At that time only 17 scholarships were offered for one term. Since then all scholarships granted are for one year, at least, and renewable to a limit of four years. The Section has brought more than 100 students to this country since the work got under way. Because of presentday war conditions there was a sharp reduction of exchange students, with only 20 full scholarships now in effect. But it is believed that this academic year will see a complete revival of early interest.

Scholarships arranged for United States students in South America for the present school year include ten at the Catholic University of Chile, Santiago; ten at the Universidad Javeriana, Bogota, Colombia; and ten at San Marcos University, Lima, Peru.

Catholic universities and colleges in the United States which have offered scholarships for this year are in 20 states and the District of Columbia. Eleven institutions have offered 25 scholarships, assistantships, and fellowships for graduate studies and 47 colleges and universities have offered 79 undergraduate scholarships. A list of the participating institutions may be obtained from the Office of the Coordinator of Inter-American Affairs, Commerce Building, Washington, D. C.

COMMENTS FROM TEACHER OF SPANISH

Señor Jerónimo Mallo is a Spaniard and a naturalized Mexican citizen who is now teaching Spanish at Florida Southern College, Lakeland, Florida. He has responded to a request from AMONG US for a comment on means of encouraging Latin American studies in this country:

"According to my experience in teaching Spanish daily for ten months since my arrival in the United States it is very necessary to give the greatest attention to phonetics. A language is primarily a special system of sounds. It is not possible to represent these sounds by signs with exact and universal meaning like musical notes. Pronunciation is learned only by hearing those who pronounce well. The pronunciation of the Spanish language by imitating syllables of the English is very inexact. Moreover the phonetics degenerate with each step of transmission. Several of my pupils pronounce very well but if they also teach, their pupils will not pronounce as well, and a third generation of students would pronounce worse than they....

"I believe that the best procedure for 'sowing seeds' of authenticity in pronunciation here and in Spanish America would be the interchange of students. Spanish or Spanish American pupils would help very much in our classes, helping our students acquire a correct pronunciation and good accent. I suggest that language classes organize this service according to the practice of Madrid College in Mexico City and other similar institutions in Cuba and Puerto Rico. This interchange also helps the Spanish American pupils with English phonetics, which are more difficult. I offer my personal services in these arrangements if anyone cares to follow thru.

"I would like to report some results of my using three methods of teaching Spanish in this college. I tried the classic grammatical system; I tried that system called very improperly 'conversational' which consists of learning sentences, the majority being questions and answers; I tried a method truly conversational, talking in dialogue. As a native professor I have the same ability in using the three systems. However, the results were very different. With the grammatical method and adequate exercises the students learned to read, to speak, and to write. With the conversational 'catechism' the pupils could repeat the questions and replies, but they did not learn to speak because they could not form new sentences. The conversation alone is not efficient; one needs previously to know words and grammatical rules. Grammar, adequate exercises, good pronunciation and true conversation (not a catechism) are the keys to success."

COLUMBUS DAY, 1942

In their celebrations on October 12 of the discovery of the Western Hemisphere, the republics of the New World mark an event which is one of the few all-American holidays in the year.

All the American nations, including Canada, declared a national celebration on Columbus Day. Each country observes the day according to local custom. Pageants, proclamations, and like ceremonies from Hudson's Bay to Punta Arena honor the great explorer.

The first known observance of the day in the Americas took place in New York City on the 300th anniversary of the discovery, October 12, 1792. The sponsors, the Society of St. Tammany, or the Columbian Order as they were sometimes known, gave a dinner and an elaborate ceremony honoring the memory of the explorer. A temporary monument to Columbus was erected at the headquarters of the society.

The Italian citizens of Philadelphia subscribed sufficient money to erect a permanent statue to him on the occasion of the Centennial of the United States Declaration of Independence in 1876. Columbus Circle, a large plaza in central New York City, was dedicated to him in 1892 on the 400th anniversary of his landfall at Watling Island. The dedication had as its central feature the unveiling of a heroic statue in marble to the explorer.

NBC PAN AMERICAN PROGRAM

"Pan-American Holiday" is the title of the interesting series of radio broadcasts over NBC each Saturday. The programs originate in various countries of Latin America where Dick Adams, of NBC, and his Latin American companions are touring to explore the music, history, traditions, and customs of our sister republics.

Consult your local NBC Saturday program for the time of the broadcasts.

INSTITUTE ON WORLD PROBLEMS

An Institute on World Problems was held at American University, Washington, D. C., July 12 to August 15, arranged by the World Federation of Education Associations in cooperation with the University. Three basic courses bearing upon wartime and postwar problems afforded members of the Institute an opportunity to earn a maximum of six university credits. The courses were supplemented by a series of special evening and afternoon lectures by distinguished authorities.

In addition to the courses on world problems, which were entitled *Backgrounds of the War*, *Critical Evaluation of the Machinery and Means for International Cooperation*, and *Post War Problems*, a

UNITED STATES - MEXICO TRAVEL

Travel by United States residents in Mexico reached an all-time peak during 1941 when 16,620,000 visitors spent an estimated total of \$55,000,000. At the same time, residents of Mexico visited the United States in greater numbers than ever before, spending an estimated \$16,000,000. These figures were given by Harold Jones, of the United States Department of Commerce, in an article in the Department's publication, *Foreign Commerce Weekly*. Travel expenditures by United States residents in Mexico increased more than 27 percent in the year while Mexican travelers in the United States spent 21 percent more than in 1940.

Motoring was the most popular form of traveling from the United States to the interior of Mexico. In 1941, 281,000 motorists spent almost \$10,000,000, or 58 percent of United States expenditures for all forms of interior travel in Mexico. The General Bureau of Statistics of Mexico reported that more than 42,000 United States-registered automobiles motored along the Pan American Highway at least as far as Monterrey, Mexico.

Train travel was the next most popular means of transportation for United States visitors to the interior of Mexico. These travelers spent \$4,000,000 accounting for 25 percent of all interior travel expenditures.

Air travel between the United States and Mexico increased 36 percent over 1940. Nearly 12,000 passengers spent \$1,800,000 in Mexico, a sum greatly exceeding expenditures by visitors reaching the country by ocean vessels. Air travel accounted for about 11 percent of all expenditures for United States interior travel in Mexico.

WORLD GOVERNMENT DAY - NOVEMBER 11, 1942

The National Peace Conference is continuing with its effort to make November 11, 1942, Armistice Day, the Second Annual World Government Day. It urges all churches, schools, and other organizations holding meetings during Armistice Week to feature the theme of world government in their programs. Public forums and small discussion groups will spread knowledge of the great task, and they will help secure sufficient public demand for the establishment of a governed world. Address inquiries to National Peace Conference, 8 West 40th Street, New York City.

course in conversational Spanish was offered. A special wing of the dormitory on the campus was reserved for these Spanish students as well as tables reserved in the dining hall.

Data and materials based on the courses and lectures of the Institute were gathered together in a "Teachers' Workshop" and organized for subsequent practical instruction purposes.



EXPERIMENT AT LINCOLN SCHOOL, NEW YORK CITY

How children as young as eleven years old may be helped to understand and appreciate the countries of Latin America and thus become active promoters of the Good Neighbor policy is described in an eighty-page illustrated booklet just released by the Bureau of Publications, Teachers College, Columbia University.

The booklet, entitled "South of the Rio Grande—an Experiment in International Understanding," reports on an experiment carried forward during the past year by the two sixth grades of Lincoln School under the special direction of Tomsie Baxter and Thomas J. Francis, sixth-grade teachers, Rebecca Coffin, principal, and the special teachers of the elementary school. The report is signed by these teachers and by Agnes de Lima, author of two previous booklets on the Lincoln School and of "The Little Red School House."

The field was a new one, the teachers acknowledge, and the study frankly experimental. The two sixth grades worked quite independently, each attacking the material in its own way. One group began with a study of the natural environment and its effect on the history and development of Latin American countries; they studied ancient Mexico, and the Mayan and Aztec civilizations, following this study with one of the colonial period and the final struggle for liberation. Present-day issues and problems were constantly discussed as the work proceeded.

The other group began with a study of the Incas, followed by a general survey of the twenty Latin American countries, including their history, topography, main industries, means of transportation, communication, education.

The study was by no means confined to books. Extensive use was made of the art studios, the shop, the science laboratories, the library, and other special facilities of the school. The children went on trips to museums, art exhibits, and other places of special interest; they attended special movies and lectures; they gave assemblies and special performances. They painted murals, made pottery, turned out weaving like that of the ancient Incas, built maps, gaily colored and with unique legends, built temples, danced Latin American dances, sang Latin American songs.

The report outlines these activities in some detail and also describes in simple nontechnical language some of the special technics which in over twenty-two years of progressive practice the Lincoln School has found particularly fruitful—how new units of work are introduced and developed, how children learn to assemble and discuss material, how trips are planned and taken, how discussions are carried on. Space is also given to the experiment which the Lincoln School has been conducting on the use of special teachers and the contribution they made to the study.

INTER-AMERICAN SPIRIT IN UNITED STATES SCHOOLS

School children of the United States became so eagerly interested in the other Americas during the last school year that government educational authorities had difficulty in supplying the demand for informational material, it was recently reported by the United States Office of Education.

That this lively interest extended to all parts of the country was strikingly demonstrated, the U. S. Office of Education pointed out, when its Library Service Division, late in 1941, began sending out traveling exhibits of materials on the republics to the south. With the end of April 130 of these exhibits were in circulation, schools and institutions in 46 states had had the benefit of them, they had been used in approximately 1700 different places, and at the end of the school year over a thousand requests were on file, awaiting available displays.

Student enthusiasm for the exhibits was far in excess of all advance estimates, according to Nora Béust, library specialist who had charge of the displays. In some cases, she reported, a single exhibit would be used as many as fifty times. "Undoubtedly contributing to their popularity," she said, "was the fact that there were no glass cases or 'Do Not Touch' warnings. Materials, from books to articles of handicraft, were of a nature which permitted handling and examination. In the preparation of the displays, whether for primary or high-school grades, we made special efforts to see that the material fitted in with the curricular needs of schools and really served to increase understanding of the other American republics on the part of both teachers and pupils."

The U. S. Office of Education recently gave the following as typical of the contents of an exhibit prepared to give a general cross-section of the life and culture in the countries of Central and South America in schools having both elementary and secondary grades:

Twenty-five readable books, including history, biography, geography, economics, poetry, folklore, science, art, archeology, fiction and picture books.

Twenty-five enlarged photographs of children and adults, homes, schools, churches, statues, scenery, birds, animals, industries, etc.

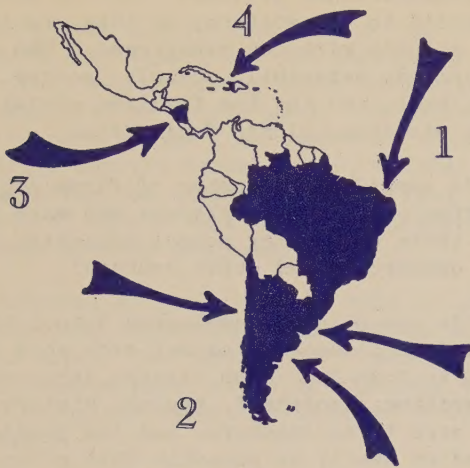
Ten pamphlets on such subjects as Indians, art, geography, current social problems.

Six pieces of handicraft consisting of textiles, wood-carving, baskets, decorated gourds and similar objects.

Postage stamps, flags and maps.

With the Department of State and the Office of Inter-American Affairs cooperating, the U. S. Office of Education is preparing to expand this part of the work of the Library Service during this school year.

NEWS FROM AMERICA SOUTH



FROM BRAZIL

1 A portion of a treatise on university life in Central and South America, which has been received by the NEA, is reproduced here to show the historical picture of the development of Brazilian education.

"Brazil's educational development began almost two centuries ago under the Jesuits, who arrived in 1549. At that time the colonists sent to Brazil were for the most part illiterate, as were also the Negro slaves brought from Africa.

"Prior to 1822, before Brazil achieved political independence, public education had made slow progress. The first Royal Charter embodying the opening of primary schools in Brazil dates back to 1772. Today Brazil's Federal Constitution prescribes that primary education shall be 'complete, free, and compulsory.'

"The arrival of Emperor Don Joao VI in 1808, marked a new epoch in public education in Brazil. Under the Emperor's influence, the first schools of higher education were opened, including the Naval Academy, the Medico Surgical School, the Academy of Physical, Mathematical and Natural Sciences, and the school of Fine Arts.

"Since the establishment of the Republic of Brazil in 1889, higher education has shown considerable progress. Matriculation in 1930 amounted to nearly thirty thousand students. The aim of education was exclusively that of preparation for the professions of law, medicine, engineering, dentistry, and pharmacy. However, no center of higher learning, such as faculties of science, philosophy, or letters, was provided for. Some institutions, both private and official, independent of the existing teaching centers, strove to achieve increased development of scientific, historical, and literary research. As an outgrowth of this effort some of the important institutions eventually

developed are the Oswaldo Cruz Institute, the National Observatory, the Historical and Geographical Institute of Rio de Janeiro, the Paulista Museum, the Sao Paulo Biological Institute, and the Goeldi Museum of the State of Para.

"The educational movement from 1889 to 1930 developed a relative considerable growth in elementary education. Insufficient though it may have been, some development occurred in secondary education in the form of vocational or trade instruction. Vocational training had no common structure or connection with the usual branches of education. Higher learning advanced too, principally in the preparatory training for the liberal professions. The centers of scientific, literary and philosophical research were small and not sufficiently developed to cooperate with teaching establishments. During this period institutions were established for the training of primary school teachers, but no training was provided for teachers in secondary schools.

"During the first Republic, as well as the Empire period, there was no national educational policy. The administrative decentralization would not have been such a disadvantage if there had existed at the time a central agency for the fostering of local educational progress.

"During the Imperial regime, educational decisions depended on the Ministry of the Empire. During the first Republic, education was placed under the responsibility of the Ministry of Interior and Justice, but remained only a secondary function of this government agency. There was no general educational plan, nor an attempt to direct the independent efforts of the provinces and states into the investigation, coordination, and dissemination of necessary educational data and statistics. The problem was so obvious that despite the lack of official initiative, private initiative asserted itself. Educational associations began efforts to direct a movement for national coordination and the promotion of scholastic congresses and reunions. States with improved pedagogical development were constantly asked by other states, not so far advanced educationally, for advisory educational missions. The Academy of Letters instituted a periodical prize, in accordance with a clause in the will of one of its benefactors, for the most perfect monograph on the subject, 'The Best Method of Spreading Primary Education Throughout the Country.' Literature on public problems, in which educational problems were included began to appear, and developed a new form of social literature for Brazil.

"Brazil's higher educational facilities in 1939 consisted of 247 different courses with a

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teaching staff of 3,349, with more than 23,000 students in attendance. A large part of these courses constitute the university systems of the Federal District, and the states of Sao Paulo, Parana, Bahia, Pernambuco, and Rio Grande do Sul, the most populated regions in Brazil.

"There are also some higher grade schools for the training of teachers and priests and the teaching of the fine arts. Some military subjects are taught in these schools.

"The scope and growth of Brazil's educational development may be realized by examining Brazilian statistics published in 1935 which indicated that there were 76,025 teachers of every category in Brazil. In 1939, there were 35,435 primary schools as well as other scholastic institutions with an attendance of 2,029,212 students of both sexes.

"Supported by the Federal government, the states and municipalities, secondary education has reached a high degree of efficiency. In 1939, there were 913 schools with a matriculating group of 79,835 pupils. There were 236 schools devoted to commercial education, with 24,349 students in attendance. During the same year the number of professional schools totaled 19, with an attendance of 5,596 students.

"In the years since 1930, school enrollment has increased more than 80 percent. Considering that in this same period, the University of Rio de Janeiro and the University of Belo Horizonte were remodelled; that the number of schools was increased from 300 to 700; that trade schools, which numbered about a thousand, are now twice that number and that the number of elementary schools increased from 27,000 to more than 40,000, there can be little doubt that this period is unparalleled in the cultural evolution and educational growth of a nation."

FROM ARGENTINA, CHILE, AND URUGUAY

2 As inter-American representative for the Women's Bureau, U. S. Department of Labor, Miss Mary M. Cannon spent six months recently in three South American countries acquainting herself with all conditions bearing upon the status of women. She has contributed the following few paragraphs about recreation and education in South American factories.

"Some of the factories have cafeterias where meals are served at low cost. Occasionally women are charged less than men. Also milk and sandwich carts are used for mid-morning and afternoon snacks. Meals are not generally a problem, for with a two-hour break at noon the great majority of factory workers can go home for this meal. The long lunch hour may not be an unmixed blessing for the women workers who must cook for their families at home.

"Sports and social clubs and equipment have been provided by some of the companies. The administration of these clubs is given over completely to the workers; or they are administered jointly with the management. The activities include basketball, tennis, soccer, volley-ball, and for the families social dances, moving pictures, picnic facilities.

"A considerable number of firms organize and offer classes to employees who want to continue their elementary school education or to study commercial and other courses:

"In one plant 37 employees (about 5%) were enrolled in classes which met each work day from 6 to 7:30 P.M. The classes included grammar, writing, shorthand, typing, history. There were three teachers, and the pupils were divided as nearly as possible into groups according to their ability. Clerical jobs in the office are filled from these classes.

"In a larger plant 730 women (over 13% of the women employees) were enrolled in factory sponsored classes which included commercial, cooking, home economics, dress making, machine embroidery, hand weaving, leather work. About 50 girls from these commercial classes go each year from the factory to the office. They begin at the same rate of pay as they received in production, with increases as soon as they prove their ability. Smaller plants have a few classes for beginning instruction."

The Eighth Pan American Health Congress met in Rio de Janeiro September 7 to 18, 1942. Delegates from all American republics as well as hemisphere leaders in public health problems attended.

FROM NICARAGUA

3 On August 20 a Central American Parley on Public Education opened in Managua, Nicaragua. The purpose of the assembly was to study the possibilities of centralizing primary, secondary, and university educational systems.

The government of Venezuela published a decree June 6, 1942, establishing the "Regulations for Partial and Final Examinations for Secondary and Normal Schools and Final Examinations for Primary Schools." The decree was contained in an extraordinary issue of the Venezuelan GACETA OFICIAL, dated June 10, and received by the NEA from the American Legation at Caracas, Venezuela.

ANNIVERSARIES OF AMERICAN REPUBLICS

September and October are two of the major holiday months of all the American republics. They are observing their anniversary days this year as in the past, the fanfare modified only by war's necessities. Thirteen officially observe Columbus Day, October 12, commemorating the discovery of America, while a number of others mark their independence days with special programs.

Informal programs will be held in all the embassies and legations in Washington on these various days. The Minister of Honduras and Madame Caceres have issued invitations to a formal reception honoring Honduras' independence day.

Mexico's independence day, which falls on September 15-16, was jointly observed by the United States and Mexico. A special program was arranged cooperatively by officials of the two nations. Governors of several of the Southwestern states met the governors of several of the Mexican states at Chihuahua. Troops of both nations participated in a joint parade and leading governmental and civilian officials spoke.

Six of the American republics declared their independence of European control on September 15. In each of these democratic nations, special programs were held. Five of them are the Central American republics of Costa Rica, Guatemala, Honduras, Nicaragua, and Salvador. The sixth is Mexico.

Brazil observed her freedom anniversary on September 7. The occasion was marked in Washington with a reception at the Brazilian Embassy where Ambassador Carlos Martins reminded guests that the Americas today are fighting to maintain the liberties so hard-won a century and a quarter ago.

On September 18, Chile observed her independence day. On October 28, Venezuela observes Bolivar Day, tribute to the great liberator.

On October 9, Ecuador observed the declaration of independence by Guayaquil in 1820, and on October 10, Cuba commemorated the beginning of the ten-year war in 1868, one of the first major attempts of the island republic to win its freedom.

Official Columbus Day holidays were observed on October 12 in Argentina, Bolivia, Brazil, Colombia, Costa Rica, the Dominican Republic, Ecuador, Guatemala, Honduras, Panama, Peru, Salvador, and Venezuela. In the United States, as well as in these nations, special programs honored the great explorer.

FROM HAITI

4

From the Director of Rural Education in Haiti, Andre Liautaud, has come a letter which gives a little information about the rural program with the promise of more detailed accounts for AMONG US readers in the future. AMONG US has had previous communications with the Haitian Rural Education Department of the government thru Maurice D'Artigue, who has now become Secretary of State for Public Instruction on the island of Haiti.

A part of Mr. Liautaud's letter follows:

"Rural education in Haiti is free. We have at the present time 460 rural schools which enroll 35,000 pupils. These schools maintain six grades but the economic conditions which prevail in the rural areas prevent the majority of the pupils from completing their six years.

"For this reason we think that at present, these rural schools should endeavor to interest themselves primarily in the improvement of economic conditions of life among the country people and consequently this is the emphasis sought in the activities being listed for the new course of study. Agriculture, stock-raising small industries ought to occupy a larger place in these programs and other subjects especially the tool subjects, such as reading, writing, arithmetic, geography and so on should be taught in connection with these most essential activities of the community.

"As a matter of fact, we are happy to be able to say that certain teachers understand admirably the necessity that has been explained above and they are making every effort to have the schools improve the life of the communities round them.

"You will be interested, without doubt, to learn that the hat-braid industry in Haiti, using fibres from coconut trees and other palms, was started in the rural schools. From there this industry has spread in three or four years to the communities until it has taken a substantial place in the country. At present the country is exporting millions of yards of these hat-brands to the United States.

"In order to aid in this transformation of the schools into unit laboratories representing the communities in which they are located school gardens have been developed in practically all rural schools. There, the children have experience in improved methods of cultivation and in the selection of better plants and seeds for the region involved."

Coming to the United States in October upon the invitation of President Roosevelt is the President of the Republic of Chile, Juan Antonio Rios, who has received permission from his government to make the visit.

NEWS FOR THE BOOKSHELF

BY PAN AMERICAN HIGHWAY THROUGH SOUTH AMERICA, by the author-photographer, Herbert C. Lanks, reports an automobile journey of 13,000 miles from the Caribbean to the Straits of Magellan. It is an account of a first-hand acquaintance with people, places, and conditions along highways that lead to the capitals of every South American country. Eighty splendid photographs are contained in this work, which sells at \$5. The publisher is D. Appleton-Century Co., 35 West 32d Street, New York City.

INVESTIGATIONS' IN PROGRESS IN THE UNITED STATES IN THE FIELD OF LATIN AMERICAN HUMANISTIC AND SOCIAL SCIENCE STUDIES has been published in a preliminary edition by the Hispanic Foundation of the Library of Congress. Editors are Alexander Marchant and Charmion Shelby. The work was carried out under the general direction of Lewis Hanke, Director of the Hispanic Foundation. Address: Library of Congress, Washington, D. C.

The May-June 1942 issue of the BULLETIN of the Commission To Study the Organization of Peace is a "General Bibliography on International Organization and Post-War Reconstruction," prepared by Hans Aufricht. The material is well indexed. Address: Commission To Study the Organization of Peace, 8 West Fortieth Street, New York City.

MODERN MEXICO is a monthly periodical published by the Mexican Chamber of Commerce of the United States. Articles, amply illustrated with photographs, are written in English to describe the life of Mexico today. Address: Mexican Chamber of Commerce of the United States, Inc., 60 Wall Street, New York City. Price 20 cents a copy; year's subscription \$2.

READINGS ON LATIN AMERICA, prepared by Sarah M. Galvan, is a new pamphlet compiled to help the school librarian, teacher, and high-school student in the choice of books that will provide background material for classroom work. It is No. 14 in the "Reading for Background" Series published by the H. W. Wilson Co., 950 University Avenue, New York City. Price 35 cents.

THE KNIGHT OF EL DORADO, by German Arciniegas, a Cabinet Minister in Colombia, is a fictional biography of the Colombian, Quesada. This book has recently been translated into English and published in the United States. It is published by Viking Press, 18 East 48th Street, New York City. Price \$3.

BULLETIN OF THE INTERNATIONAL BUREAU OF EDUCATION is on sale at the International Bureau of Education, Geneva, Switzerland. Annual subscription price is 5 Swiss francs.

A SELECTED BIBLIOGRAPHY OF BOOKS IN ENGLISH IN THE FIELD OF ECONOMICS, TRADE AND SOCIOLOGY OF LATIN AMERICA has been prepared in mimeographed form by Richard F. Behrendt, Assistant Professor of Inter-American Affairs, University of New Mexico, Albuquerque, N. Mex.

EDUCATION RURAL is a monthly review published in Cuba which would be of interest to teachers who are able to read Spanish. Annual subscription is 1 peso. Address inquiries to Las Oficinas de la Redaccion y Administracion, Perseverancia 212, Altos, La Habana, Cuba.

MEXICANA REVIEW, Vol. 2, No. 2, has been released by the New York Archives of Mexico and continues to be a helpful, informative periodical. This issue contains a classified reference to 220 doctoral dissertations on Mexican topics accepted by universities in this country, a list of articles and review on Mexican subjects which appeared in *Hispania* from 1917 to 1941, and many excellent book reviews. Address all communications to Jesse J. Dossick, in care of New York University, 80 Washington Square, New York City. Single copy 35 cents.

A workbook entitled BY PLANE TO LATIN AMERICA has been published recently by Harcourt, Brace and Co. to be used in social studies classes of seventh, eighth, and ninth grades. The author is Linnie B. James. It contains 115 worksheets with maps, charts, sketches, and suggestions for work-activities with special stress upon the geography and environmental conditions of the Latin American countries. The price is 64 cents. Address: Harcourt, Brace and Co., 383 Madison Avenue, New York City.

The World Peace Foundation has announced the publication of several books which it recommends as substantial aids to clear thinking on world problems of 1942: FAR EASTERN WAR 1937-41, by Harold S. Quigley (Paper edition \$1); THE CHINA OF CHIANG K'AI-SHEK, by Paul M. A. Linebarger (Paper edition \$1); THE NETHERLANDS INDIES AND THE UNITED STATES, by Rupert Emerson (Paper edition 25 cents); AUSTRALIA AND THE UNITED STATES, by Fred Alexander (Paper 25 cents); DEPENDENT AREAS IN THE POST-WAR WORLD, by Arthur N. Holcombe (Paper 25 cents); ARGENTINA AND THE UNITED STATES, by Clarence H. Haring (Paper 25 cents); ECONOMIC DEFENSE OF LATIN AMERICA, by Percy W. Bidwell (Paper 25 cents); CANADA AND THE UNITED STATES, by F. R. Scott (Paper 25 cents). The address of the World Peace Foundation is 40 Mt. Vernon Street, Boston, Mass.

A set of three booklets intended for the teaching of conversational Spanish has been prepared by Educational Research Project Fifteen of the Work Projects Administration of Illinois. **HABLAMOS ESPANOL** contains 18 lessons in conversational Spanish for beginners. A teacher's edition of the same title includes the text of the student book and in addition methods, devices, and supplementary vocabulary for the teacher. These two books are 15 cents each in a quantity less than five; for more than five they are 10 cents each, plus postage. **VIAJE PANAMERICANO** is intended as a graded reader to accompany the 18 lessons in **HABLAMOS ESPANOL**. The text deals with travel from New York thru Latin American countries. The price on this book is 10 cents; for a quantity over five, 5 cents each, plus postage. Address: Adult Education Materials Project, WPA, 975 East 60th Street, Chicago, Ill.

SELECTED LIST OF BOOKS (in English) ON LATIN AMERICA is No. 4 of the Bibliographical Series of the Columbus Memorial Library, Pan American Union, Washington, D. C. Price 25 cents.

THE JAPANESE IN LATIN AMERICA is a book of 110 pages containing two essays by John F. Normano and Antonello Gerbi, one giving a brief survey of the problem with special emphasis on the Japanese settlements in Brazil and the other giving a more detailed case study of Japanese communities in Peru. The book is published by the Institute of Pacific Relations in cooperation with the Latin American Economic Institute. Address: Latin American Economic Institute, Room 604, 24 Federal Street, Boston, Mass. Price \$1.25.

OFFICIAL STATEMENTS OF WAR AND PEACE AIMS are contained in two notebooks of that title published by the Geneva Research Center, 14 Avenue de France, Geneva, Switzerland. The first notebook contains statements of European belligerents September 1, 1939, to August 31, 1940; the second from September 1, 1940, to February 28, 1941.

DOCUMENTS AND REPORTS No. 4 is the report of the Preliminary Meeting of the Committee of Education of the Central and Eastern European Planning Board, a postwar research and planning agency supported by Czechoslovakia, Greece, Jugoslavia, and Poland. This mimeographed report is available at 26 East 62d Street, New York City.

PANAMERICANA, New Jersey State Teachers College bulletin on visual aids in inter-American studies, now has a 1942 supplement compiled by Lili Heimers. This work was done as a free service for students and alumni of the College, and for librarians in public schools in New Jersey. Others may obtain this helpful material at the price of 50 cents. Address: Visual Aids Service, The Library, New Jersey State Teachers College, Upper Montclair, N. J.

With the intention of filling a need which has long been recognized by leading educators and government officials, and in response to many requests, the Pan American Union of Washington, D. C., has announced the publication of a series of pamphlets, designed especially to appeal to children.

Written in an interesting and captivating juvenile style by educators versed in the teaching of children, the booklets contain pertinent information about the American republics, including inspiring accounts of national heroes, descriptions of customs and places of unusual local color, as well as of the Panama Canal and the Pan American Highway.

In the first series of pamphlets there are ten booklets, each with a distinct title. Eight of the booklets are now prepared and ready for distribution - "The Pan American Union"; "The Snake Farm at Butantan, Brazil"; "General San Martin"; "The Panama Canal"; "The Pan American Highway"; "The Guano Islands of Peru"; "Caupolican"; and "The Incas." "Pizarro" and "Cabeza de Vaca" will be ready for distribution after October 15.

Each pamphlet sells for five cents, and orders are to be addressed to the Pan American Union at Washington. Quantity orders are encouraged, since the interest manifested in this first series of ten booklets will determine the preparation of additional booklets on various subjects treating of the New World republics. In view of the fact that the pamphlets are excellent for classroom work, as well as for the entertainment and education of the child at home, it is expected that the demand will be such as to warrant continuation of the series.

Considered from the point of view of physical appearance alone, the pamphlets should have a great appeal for youngsters. The covers are bright and interesting, and photographs are generously sprinkled thruout the texts. The series will find its way into thousands of children's classrooms.

THE LITTELL DIGEST is a monthly periodical prepared and published by John M. Littell as an aid to community forum discussions. It is a mimeographed collection of materials bearing upon the subject of the month, there being more than a score of subjects to date. The work consists, in addition to editorials and articles by Mr. Littell, of letters, statements, official reports and excerpts from speeches reproduced in no particular organized fashion. Further information about this service may be obtained by addressing John M. Littell, P. O. Box 58, South Orange, N. J. The price of each Digest is 50 cents.

AMIGOS is a little magazine which contains articles and feature stories written by Latin Americans and translated into English. Address: Paul J. Cooke, 1137 Loyola Avenue, Chicago, Ill. Price 15 cents a copy; \$1.50 a year.

INDIA'S ROLE IN THE WORLD CONFLICT, by Margaret La Foy, the May 1 issue of Foreign Policy Reports, is a survey of the intricate and difficult problems that lie behind the present crisis in India. Address: Foreign Policy Association, 22 East 38th Street, New York City.

FORTUNE, of August 1942, contains the second in the series of reports called "The United States in a New World." This section is devoted to Pacific Relations. Address: Fortune, Time and Life Building, Rockefeller Center, New York City. Price per copy \$1.

WAR GEOGRAPHY ATLAS is a newly published 48-page geography with 29 maps which gives information about climate, topography, peoples, and economic resources for war purposes of the countries and islands of the world. Prepared for immediate use, these books sell for 10 cents a copy on orders of 100 or more; 12 cents a copy on orders of 10 to 99; single copies 15 cents. Address: American Education Press, 400 South Front Street, Columbus, Ohio.

GUIÓN DE HISTORIA CONTEMPORÁNEA is a textbook (in Spanish) on contemporary history for Hispanic-American students. Its author is Vicente Saenz, a Mexican professor. The text is 300 pages long and is divided into short chapters, the content of which begins with the beginning of the Second World War in 1939. The last chapter is an interpretation of Pan Americanism. The publisher is Liga Democratica Hispanoamericana, (Address) Apartado Postal 10251, Sucursal 28, Mexico, D. F.

Several short papers and field study reports as well as translations of Latin American works are already available at the School of Inter-American Affairs, University of New Mexico, prices ranging from 25 cents to \$3.50. A list may be obtained from the University, Albuquerque, N. Mex.

THE STORY OF THE OTHER AMERICA, by Richard C. Gill and Helen Hoke, tells simply the story of South America's colonization and development. About half of the book is devoted to the colonial period and the rest to individual countries of contemporary South America. It is intended for children between 8 and 13 years. The publisher is Houghton Mifflin Co., 2 Park Street, Boston, Mass. Price \$2.

THE VOYAGE OF THE MARTIN CONNOR is an adventure book for the junior high-school age - especially for boys. It is a book of the sea, of human, humorous characters, and of South America. Houghton Mifflin Co. is the publisher, 2 Park Street, Boston, Mass. Price \$2.

WORLD FEDERATION - NOW, a four-page paper, is the official organ of the Campaign for World Government, expressing always the belief that a nonmilitary force will best stabilize a federation of world governments. William B. Lloyd is the editor. Address: Campaign for World Government, 166 W. Jackson Boulevard, Chicago, Ill.

THE INTER-AMERICAN SYSTEM, A Canadian View, is a new book by John P. Humphrey which discusses many vital aspects of Canada's position in the Western Hemisphere. It is published by the Macmillan Co. of Canada Limited, 70 Bond Street, Toronto 2, Canada. Price \$3.

FOREIGN COMMERCE WEEKLY, issued by the United States Department of Commerce, would be a good addition for school libraries. It contains a quantity of current information dealing with inter-American commercial relations. This periodical may be obtained by order from the Superintendent of Documents, Government Printing Office, Washington, D. C. Single copies 10 cents; annual subscription \$4.50.

The Geneva Research Center has issued its second report on STUDY PROJECTS UNDERTAKEN BY RESEARCH AGENCIES ON POST WAR PROBLEMS. The report is organized according to countries arranged in alphabetical order, and the research projects described are new since 1940 when the "Preliminary Report" was made. The address of the Geneva Research Center is 14, Avenue de France, Geneva, Switzerland.

ORGANIZATIONS WORKING IN THE FIELD OF POST-WAR RECONSTRUCTION is a bulletin prepared by the Commission To Study the Organization of Peace. It contains a brief description of the structure, activities, and publications of organizations working in this field. Address inquiries about publications of this commission to 8 West 40th Street, New York City.

LANDS OF THE FREE, the Handbook (Vol. I) of the NBC Inter-American University of the Air, is now available. It contains suggestions for systematic study in connection with the radio series. Address inquiries to the Odyssey Press, Inc., 386 Fourth Avenue, New York City. Price 25 cents; discount quoted on quantities.

THE GENEVA INSTITUTIONS TODAY is a memorandum on the present activities of the League of Nations and the International Labor Organization, prepared by Bertram Pickard for the Peace Section of the American Friends Service Committee and the Friends Peace Committee of London. This mimeographed memorandum may be obtained for 10 cents. Address: American Friends Service Committee, 20 South 12th Street, Philadelphia, Pa.

FATHER OF THE MONROE DOCTRINE - JAMES MONROE, by A. Curtis Wilgus, is No. 4 of a Pan American Series published by the Educational Research Bureau, 1321 M Street, N. W., Washington, D. C. Price 10 cents.

UNITY THROUGH UNDERSTANDING is a study guide and discussion manual for use with *Americans All*, recently published studies in intercultural education of the NEA Department of Supervisors and Directors of Instruction, 1201 Sixteenth Street, N. W., Washington, D. C. Price 25 cents.

A COMMUNITY PROGRAM ON INTER-AMERICAN RELATIONS is a report of a demonstration center conducted by the civic organization of Toledo, Ohio. For a free copy write Office of the Coordinator of Inter-American Affairs, Commerce Building, Washington, D. C.

CANCIONES PANAMERICANAS is a new book of 28 Songs of the Americas, published by Silver Burdett and Co. in collaboration with the Pan American Union, representative of all nations of the two continents. They are translated into poetic English as well as reproduced in the original language.

The songs are mostly folk music, simply arranged for children in the intermediate grades.

Address: Silver Burdett and Co., 45 East 17th Street, New York City. List price 72 cents.

LA PRENSA, the Spanish daily newspaper, has catalogs of Latin American books. Most books are in Spanish but the number of titles in Portuguese is increasing steadily. The Music Department has sheet music and albums of Spanish and South American music as well as a large stock of phonograph records, specializing in Hispanic American countries. Address: La Prensa, 245 Canal Street, New York City.

G. E. Stechert and Company, dealer in books and periodicals, 31 East Tenth Street, New York City, has a Latin American department, organized several years ago. Their stock includes about 8000 books in Spanish and Portuguese. Their catalogs of Spanish Literature, including Portuguese, give an indication as to the kind of literature in stock.

Other catalogs of Spanish and Portuguese books can be obtained from Franz C. Feger, dealer, 70 Fifth Avenue, New York City. Included in Catalog No. 8 on "Latin American Fiction" are several works translated into English.

Joshua B. Powers, Inc., International Publishers' Representatives, 345 Madison Avenue, New York City, are representatives in the United States of Guillermo Kraft, Ltda. and maintain a stock of their books on hand in New York.

THE UNITED NATIONS, What They Are and What They May Become, by Henri Bonnet, is a recent publication of the World Citizens Association, 84 East Randolph Street, Chicago, Ill. Price 25 cents.

ORIGIN OF THE FAR EASTERN CIVILIZATIONS, A Brief Handbook, by Carl Whiting Bishop, is Number One of a series entitled "War Background Studies" being published by the Smithsonian Institution, Washington, D. C. This handbook of 53 pages is anthropological in character.

AMERICA IN A WORLD AT WAR is the title of a series of pamphlets recently published by the Oxford University Press designed to give information about many questions now facing our nation in its relationship to the world. For a detailed list of titles write Oxford University Press, 114 Fifth Avenue, New York City. Price 10 cents each; \$1 for choice of twelve pamphlets.

TALKS is a quarterly digest of addresses presented in the public interest by the Columbia Broadcasting System. It may be obtained by request. Address: Columbia Broadcasting System, 485 Madison Avenue, New York City.

SPECIAL BOOK REVIEWS

These reviews by Mildred Small Allen are an attempt to state an unbiased opinion of the value of the books to teachers.

BRAZIL UNDER VARGAS (Karl Loewenstein, Macmillan Company, New York, 1942) offers a highly competent legal, political, and social panorama of our most important ally in the Western Hemisphere.

The author has succeeded in avoiding both the superficial and hasty generalizations characteristic of much of the recent writing concerning the other American republics and the dry and unrealistic approach of a scholarly treatise. Therein lies the unique contribution of this work. It is based upon extensive research into the constitution, laws, decrees, and other official source material - evidenced by the footnote references which, however, are not so extensive as to heckle the text - as well as considerable personal investigation among the leaders of both the government and the opposition. The result is a masterful study of the government and politics of the "Estado Novo," leavened with a sincere liking for the Brazilian people themselves.

Not the least of its merits is its excellent organization. After a brief survey of Brazilian history before 1937, Part Two is devoted to "The Constitution of the Estado Novo," Part Three to the "Defense of the State," Part Four to "Public

(Continued on page 16)

Opinion Management and Dynamics of Social Life," and Part Five presents "The Balance Sheet of the Regime."

In his entire analysis and appraisal of the Vargas government the author strives to be as objective as possible and does not hesitate to speak his mind both in praise and blame of various aspects of the regime, altho the reader may not always find himself in complete agreement.

In his final analysis of the character of the regime in terms of modern political ideology the author concludes:

"...the Vargas regime is neither democratic nor a 'disciplined' democracy; it is neither totalitarian nor Fascist; it is an authoritarian dictatorship. ... Yet it is one which exercises its theoretically unlimited powers with the moderation demanded by the liberal-democratic habitat of the Brazilian nation. ... Vargas has succeeded in steering between the devil of totalitarianism, with all it implies, and the deep sea of disintegration through party disunity, which seems the danger attendant on modern mass democracy."

The author has a well earned reputation as a competent legal and political writer, with numerous articles in various German, French, and English publications. His previous study of "Hitler's Germany" has been called the best description in English of the Nazi State.

The Academia di Historia of Venezuela chose Emil Ludwig to write a biography of Simon Bolivar. The book, entitled BOLIVAR, LIFE OF AN IDEALIST, is based upon the voluminous writings of Bolivar - letters, proclamations, speeches, political treatises, and entries in his diary. It is chiefly a study of the philosophy of the Liberator as he lived out the various phases of his life. It is an attempt to reveal the vicissitudes of his moods, of his poetic mind, and his emotions.

The periods of Bolivar's life are simply outlined in Ludwig's book: *The Dandy* - Bolivar's easy youth, education which profoundly affected his life, and the gaiety of early years in Spain and Paris; *Ordeal* - his first battles for the freedom of Venezuela; *The Liberator* - long years of battle for the liberation of five nations; *The Dictator* - time of anarchy, political intrigue, treason, and upheaval; and *Don Quixote* - the last years of the idealist who was an old man at the age of forty-five.

Men and places of Bolivar's time are seen to cast their shadows and their color over his life - Napoleon, the nobles of the Spanish court, the Paris of Napoleon, English diplomatic society, and South American soldiers like Miranda, Sucre, Paez, Santander, and San Martin, none of whom equaled him in genius and complexity of character.

Instead of relating details of gruesome and often unbelievably difficult military battles, Ludwig reveals the battles that went on in the mind of this idealist who believed himself predestined to glory and who was plunged by realistic circumstances into deep moods of gloom. His zest for glory and his love for freedom for the people always brought him out of these reverses. He was deeply affected by early training in the philosophy of Voltaire, Rousseau, and Montesquieu, the latter of whom he disliked passionately. The humanism of Rousseau more than once caused Bolivar military setbacks, and his discipleship of Voltaire caused him to renounce the dictatorship of the land he liberated.

Altho Bolivar dedicated his life to wrenching the people of South America away from the imperialism of Spain, and altho he did it for love of freedom, he never could be called in the truest sense of the word a real "democrat." His constitutions, modelled after those of France and the United States, provided for an aristocracy in one of the houses of the bicameral legislature. In spite of the fact that his later years were spent in poverty he never overcame the psychological influence of having been born into wealth and nobility.

Bolivar got his greatest inspiration from his unwavering desire to be a man of history. Just how great a man in history he is we may not yet know, because we are witnessing in this generation - over one hundred years after his death - only the first awkward attempts to make this hemisphere a cooperating, safe haven for free peoples. If ever the international plans of these present war years evolve into a peacetime federation of nations in the Western Hemisphere, historians will turn back to its origin in the poetic mind of Bolivar, who called the first Pan American Congress, tried desperately to get attendance, saw it fail, and almost apologized for the idea.

BOLIVAR, by Emil Ludwig, might be recommended to those who are beginning to feed an interest in South American personalities. Bolivar's great internationalism is a trait most rare in military and political leaders, a trait we should be seeking in the leadership of our own times and for that fateful era after "peace breaks out."

The publisher is Alliance Book Corporation, 212 Fifth Avenue, New York City. Price \$3.50.

Other biographies of Bolivar include *Man of Glory: Simon Bolivar* by Thomas Rourke; *He Wouldn't Be King* by Nina Brown; *Bolivar and the Political Thought of the Spanish American Revolution* by Victor A. Belaunde; *The Dauntless Liberator* by Marshall and Crane; *Simon Bolivar, A Story of Courage* by Elizabeth Waugh; and *Bolivar, the Passionate Warrior* by T. R. Ybarra.